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IN

FƢNETIC RƐDIƱ.

BƗ ƗZAC PITMAN.

LUNDUN:
FRED PITMAN, FƢNETIC DEPƢ, 20, PATERNOSTER RƢ;
GLASGƢ: ROBERT OLIFANT, 31, JON STRƐT;
AND OL BƱCSELERZ.

1851.

Pris Wun Peni.

DIRECTIONS TO TEACHERS.

To read English, as it is at present represented, with correctness and fluency, is one of the "most difficult of human attainments." From three to six years are required to master this elementary art. Thousands who make the attempt, acquire it but imperfectly; while others give up the task in despair.

It is not *necessary* that there should be any difficulty in learning to read; the difficulty which unhappily exists, is to be attributed solely to the incompleteness of the alphabet at present employed, and to the want of fixity in the use of the letters. The common or romanic alphabet provides little more than half as many useful letters as there are sounds in the language, and each letter is employed to represent from *two* to *nine* different sounds! As a consequence of this incompleteness, and want of rule, the proper sounds of words cannot be deduced from their spellings; neither can the spelling be deduced from their sounds: every word, both as to its spelling and pronunciation, has to be separately committed to memory; and many years in the life of every child have to be devoted to the accomplishment of this unthankful task.

The consequence of this anomalous condition of our written language is, that though good and cheap books are issued in such profusion, the ability to read them is by no means general. Books are virtually inaccessible to the majority of the people. The late returns of the Registrar-General prove that nearly one-third of the adult population of this country are still unable to read!

To remedy this deplorable state of things, it is proposed to simplify the representation of our language, by making the spelling and the pronunciation of words coincide. To effect this, seventeen new letters have been invented, and added to the alphabet; whereby it is made capable of expressing words exactly as they are spoken. The arts of reading and spelling are consequently so simplified that the ability to read phonetic printing may be attained in a few hours; and a few hours' additional instruction will enable the pupil to read books printed in the common spelling.

The following directions will render the phonetic alphabet intelligible to the reader, and enable him to impart a knowledge of it to others:

The six primary long vowels,

ɛ, ɑ, ɑ̣, ɵ, ɷ, ɯ,

are to be pronounced as at the beginning of the following words:—

eel, ape, alms, all, oak, ooze.

The double vowels i̯, ɔ̯, ɤ̯, u̯,

are pronounced as at the beginning of the words

ice, oil, owl, use.

the short vowels i, e, a, o, u, ɯ,

are very similar in their sounds to the long vowels, but much more rapidly pronounced. The true powers are heard in the following words,

sit, set, sat, sot, nut, foot.

VOCAL
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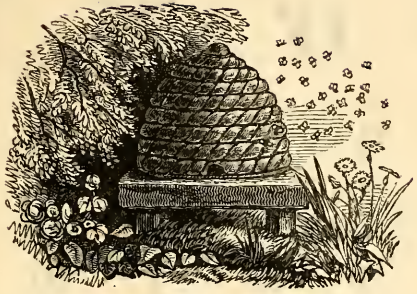
1851

R. L. Campbell



ε a q

θ ω ɯ

ε a q θ ω ɯ

θ a ω ɯ ε q

a θ ɯ ε q ω

ɯ ω θ q a ε

ɟ ʊ ɤ ɥ

ɟ	ɥ	ɛ	ʊ	ɵ	ɤ
ʊ	ɟ	ɤ	a	ɥ	ɛ
ɥ	ɤ	ɯ	ɟ	ɯ	ɥ
ɟ	ɥ	ʊ	ɥ	ɤ	a

---

s	m	n	t
sɛ	mɛ	nɛ	ɵt
sa	ma	na	ɤt
sɵ	mɥ	nɟ	tɛ
sɯ	mɯ	nɤ	tɯ
sɟ	mɟ	nɥ	tʊ

ị sɛ ụ. ụ sɛ mɛ.

ị nɷ ụ. ụ nɷ mɛ.

ị sɵ ụ. ụ sɵ mɛ.

ụ sɛ ị nɷ ụ nɤ.

ụ sa ụ nɷ mɛ nɤ.

ma ị sɛ ụ sɯn.

ụ ma sɛ mɛ nɤ.

ụ ma nɷ mị nam.

ma ị mɛt ụ sɯn.

ụ ma mɛt mɛ sɯn.

ụ sa ị sɵt ụ ɤt.

ị sɛ ụ nɷ mị nam.

r	d	l	h
ra	da	la	hɛ
rɷ	dɯ	lɷ	ha
rɵ	dj	lɵ	hɔ
rɯ	djn	lj	hɯ
rɔ	dɛr	ljt	hj
rj	dɔn	ljm	hjt
rjt	dat	lat	hjd
rjs	rɛd	lam	hɛt
ran	rɷd	ɵl	hɛr
ras	nɛd	tɵl	hɷm
rɷt	mɛd	ɷl	hɔs

duu ɥ sa ɟ ma rɛd.
ɥ ma rɛd ɔt lɔd.
ɟ hɛr nɔ hɔ ɥ rɛd.
ma ɟ nɔ rɟt suun.
duu ɥ nɷ mɟ nam.
ɟ sa hɔ duu ɥ duu.
ma ɟ hɛr ɥ rɛd.
ɥ ma hɛr mɛ rɛd.
ma ɟ sɛ hɔ ɥ rɟt.
ɥ ma sɛ mɛ rɟt.
ma ɟ rɟt ɥr nam.
ɥ ma rɟt mɟ nam.

i	e	ɑ
o	u	ɯ

it	set	ɑt	sun
in	net	ɑn	sum
sin	met	ɑm	dum
sit	men	sɑt	nut
nit	ten	mɑn	nun
mit	den	on	run
rid	sed	not	hum
lid	red	sot	hut
hid	led	lot	mud
hil	hed	hot	sut

ɥ ma sit dɔn and rɛd.
mɛt mɛ at hɷm tɯ-da.
mɟnd and bɛ in tɟm.
ɥ ma nɔ trɟ tɯ rɟt.
ɥ ɵt tɯ rɛd and rɟt.
ɟ had tɯ sta sum tɟm.
hɛ rɷt a nɷt tɯ mɛ.
ɟ nɷ ɟ must not sin.
tɟm and tɟd sta not.
ɟ must not lɟ nər stɛl.
let mɛ lern a nɥ tɥn.
ɥ ma nɔ sit dɔn.

z	w	g	b
ɛz	wɛ	ga	bɛ
ɻz	wa	gɷ	bɷ
ɥz	wɷ	gɻd	bʊ
iz	wɛd	get	bɤ
hiz	wɻd	got	bɻ
ɑz	wɻr	gon	bɻt
hɑz	wɻn	gud	bit
rɷz	wad	gan	bɵt
rɻz	wat	gam	bɛn
nɷz	wɛn	gat	bɷn
tɛz	win	gɷt	bʊl

wil ɥ hɛr mɛ rɛd.
ɟ wil duu mɟ best.
ma ɟ nɔ lern tuu rɟt.
ɟ wont tuu sɛ ɥ trɟ.
it iz gud tuu rɛd.
wɛ sɵ a bɷt set sal.
am tuu duu sum gud.
bɛ gud ɑnd truu tuu ɵl.
duu not stɛl nɵr lɟ.
it woz god huu mad us.
wɛ ɵt tuu luv him.
hɛ iz gud tuu ɵl.

f	v	p	c
fi̯	vɥ	ap	ɷc
fɥ	vɤ	ɷp	ac
fɛt	vi̯n	pa	sac
fɵt	vi̯s	pi̯	sɷc
fɛd	vœs	pɛt	tac
fi̯n	sav	pɛs	tɵc
fi̯t	liv	pad	wɵc
fit	luv	pi̯n	cɛp
fat	gav	pin	cɑt
fɑt	giv	tap	cɑn
fɑn	wɛv	ti̯p	cup

lern tɯ liv wel, ɑnd
ɥ wil not fɛr tɯ dį.
wɛ must ɵl-waz dɯ
ɑz wɛ wɯd bɛ dun bį.
if ɥ wɯd bɛ hɑp-i,
ferst lern tɯ bɛ gɯd.
it woz god hɯ mad mɛ,
hɛ tacs car ov us ɵl;
hɛ cɛps us saf bį da,
ɑnd gqrdz us bį nįt.
wɛ ɵt đen tɯ luv ɑnd
serv him ɵl ɤr daz.

ɖ	ɡ	ʈ	ŋ
ɖɛ	ɛɡ	ʈi̯	siŋ
ɖa	tɛɡ	ʈo	soŋ
ɖɷ	pɛɡ	ʈɵt	saŋ
ɖɔ	suɡ	ʈic	ʈiŋ
ɖi̯n	tuɡ	ʈin	loŋ
ɖis	muɡ	duʈ	riŋ
ɖus	woɡ	deʈ	roŋ
ɖen	ɡɛp	tɛʈ	iŋc
ɖan	ɡi̯d	tuʈ	ʈiŋc
ɖat	ɡɛr	rɵʈ	ʈaŋc
ɖɷz	ɡɵc	faʈ	siŋc

duu ðat hwiɋ iz rɟt.
spɛc ðat hwiɋ iz truu.
luv ðat hwiɋ iz guud.
if ɥ wuud bɛ wɟz,
bɛ wil-iŋ tuu bɛ tɵt.
fɛr tuu tel a lɟ.
ɵl guud iz from god.
god iz guud and wɟz.
let ðɛ wurdz ov mɟ
mɔt, and ðɛ tɵts ov
mɟ hqrt, bɛ rɟt in
ðɟ sɟt, ɷ lɵrd mɟ god.

j	ʃ	y	
aj	ʃɛ	yɛ	yɵn
saj	ʃɷ	ya	yon
paj	ʃɯ	yes	yot
raj	ʃi̯	yet	yɷc
caj	ʃi̯n	yɑm	yuŋ
waj	ʃɛt		
ej	ʃam	ʒ	
lej	ʃip	viʒ-un	
loj	ʃop	meʒ-ur	
juj	fiʃ	pleʒ-ur	
wej	meʃ	oc-aʒ-un	

hɛ đɑt wɯd bɛ-cum ɥs-fɯl ɑnd wi̥z ʃɯd dɯ sum gɯd ɑnd lern sum-ƫiŋ nɥ ev-er-i da. it iz bi̥ lit-'l ɑnd lit-'l đɑt đɛ hi̥-est tɤ-erz qr bilt. đɛ tɵl-est ɷc đɑt grɷz, woz wuns but ɑn a-cɵrn, ɑnd đɛ grat-est ɑnd wi̥z-est mɑn đɑt ev-er livd, woz wuns but a lit-'l sim-p'l ɕi̥ld.

ðɛ fol-ɷ-iŋ qr ɵl ðɛ smɵl let-erz ov ðɛ fɷ-net-ic ɑl-fɑ-bet.

ɛ	a	ɋ	ɵ	ɷ	ɯ
i	e	ɑ	o	u	ɯ
ɻ	ʊ	ɤ	ɥ	y	w	h
p	b	t	d	ɡ	j	c	g
f	v	ŧ	đ	s	z	ʃ	ʒ
r	l	m	n	ŋ

The coalescents *y* and *w* (which should never be spoken of as *wy* and *double-you*) may be pronounced as *yuh*, *wuh*. The aspirate or breathing, *h*, should be pronounced as an emission of breath, with scarcely any sound.

In teaching the consonants, they are to be pronounced, not by their usual names, but in strict accordance with their true *powers*. The four simple and frequently recurring consonants, *s*, *m*, *n*, *t*, introduced in Lesson 1, are not to be called *es*, *em*, *en*, *tee*, but as they are heard at the end of the words *lass*, *lame*, *lane*, *late*.

The following table will assist the reader in acquiring the true sounds of the consonants of the phonetic alphabet. Each letter is to be pronounced *as it is heard at the end of the illustrative word.*

p *as in* rop*e*	f *as in* lea*f*	r *as in* fear
b . . rob*e*	v . . leave	l . . fee*l*
t . . fee*t*	ŧ . . wrea*th*	m . . fa*me*
d . . fee*d*	đ . . wrea*the*	n . . fa*ne*
ç . . *etch*	s . . ice	ŋ . . si*ng*
j . . *edge*	z . . eye*s*	
e . . mac	ʃ . . me*sh*	
g . . mag	ʒ . . me*zh*	

In using this book the teacher is advised to proceed page by page, no new lesson being attempted till the previous one is fully known.

Before the pupils are permitted to read *from the book* they should be exercised in pronouncing the letters, in the order in which they are here introduced, by means of a set of moveable *Tablets*, so exhibited that they may be easily seen by the whole class.

When this book is used by a *class*, the letters on the first page should each be pronounced *twice*. The same plan may be observed with advantage in reading the sentences on pages 3, 5, 7, etc. By pronouncing each letter or word twice, time is allowed for the pupils to examine their forms more minutely. The words on pages 2, 4, 6, etc., should be *spelled* thus: *s* (a hissing sound only)—*e, se; s—a, sa; s—o, so;* etc. As an occasional exercise, the words in the *sentences* may be *spelled*, and afterwards read off. In spelling words commencing with the aspirate, the aspirate should always be pronounced *in conjunction with the following vowel;* thus, *he—p, hep; ha—t, hat;* etc.

The lessons are to be read by the pupils *simultaneously*. The teacher should be careful to give the sound of each letter clearly, and afterwards make the pupils pronounce it deliberately and distinctly. They should be carefully guarded against provincialisms and vulgarisms. The following are among the most common :—*sing, song*, pronounced as *sing, song*, &c.; the habitual omission of the aspirate where it is wanted, and its use when not required; pronouncing *is, as*, as romanically spelled, instead of *iz, az;—us* as *uz*, instead of *us ;—put, foot, full*, &c., as *put, fut, ful*, instead of *put, fut, ful*.

The use of this book in accordance with the above directions, and the occasional formation of words by means of the letter *Tablets*, will render the acquisition of the art of reading a pleasing and an intellectual exercise, and it will be felt by the pupils to be a privilege and a pleasure, instead of a task. The plan of the book is that of introducing a few letters at a time, according to the frequency of their occurrence, followed by exercises on those letters.

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London: Fred Pitman, Phonetic Depôt, 20, Paternoster Row.

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